DOCUMENT RESUME

ED 286 679 RC 016 399

AUTHOR Altschuld, James W.; And Others

TITLE Facilitator's Guide to Staff Training for the Rural America Series. Module VII. Counseling. Research and Development Series No. 149H.

INSTITUTION Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
PUB DATE Oct 78
GRANT G007605052; G007605225
NOTE 50p.; For related documents, see ED 142 758-759, ED 167 811, ED 170 477, and RC 016 392-409. Product of the Cooperative Rural Career Guidance System Consortium.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; *Career Education; Case Studies; Cooperative Programs; Elementary Secondary Education; *Guidance Objectives; *Guidance Programs; *Leadership Training; Learning Activities; Learning Modules; Postsecondary Education; Program Guides; Rural Schools; *School Guidance; Small Schools; Staff Development
IDENTIFIERS *Facilitators; *Rural America Series

ABSTRACT

This staff training module presents a program for group career counseling in rural and small schools. Module contents are based on two handbooks: "An Individualized Approach to Career Counseling and Placement" and "Career Counseling in the Rural School." An active dialog about the current status of counseling in rural schools is used to introduce the module. A general framework for accomplishing improved counseling services is presented before moving on to a detailed look at five major counseling services (individual inventory, counseling interview, information, coordination and referral, and follow-up). A case study is incorporated as an optional learning activity to highlight some of the issues discussed. Another suggested activity directs participants, working in small groups, to identify ways in which a developmental career counseling program can be achieved. A brief summarization of key concepts concludes the module. Issues examined include major obstacles to effective counseling (large student-counselor ratio, lack of administrative and staff support, focus on remedial counseling, and lack of accurate information) and steps to assist counselors accomplish their mission (establish good working relationship with administration, identify needed improvements in current counseling program, improve time management, increase availability of counseling services, and orient and seek support of teachers). (NEC)

Research and Development Series No. 149H

ED286679

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Cooperative Rural Career Guidance System

RC016399

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149H

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE VII: COUNSELING

James W. Altschuld
Valija Axelrod
Karen S. Kimmel
Harry N. Drier
Walter M. Stein

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

October, 1978

FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16-volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series.* Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in statewide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

This module, "Counseling," presents a program for individual group counseling in rural and small schools. Presentations, small group activities and discussion of concepts are featured. It and other parts of the *Guide* should prove to be valuable assets for the staff training of rural and small school counselors and educators as they plan, implement, and evaluate career guidance programs for their students.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

TABLE OF CONTENTS

FOREWORD iii

ACKNOWLEDGEMENTS vii

MODULE OVERVIEW VII-1

FACILITATOR OUTLINE VII-5

- Counseling in Rural Schools—The State of the Art VII-5
- Towards a Developmental Career Counseling Program VII-9
- Counseling Services—A Closer Look VII-11
- Developmental Career Counseling—Taking Action VII-19
- Module Summary VII-21

LISTING OF PARTICIPANT MATERIALS VII-23

LISTING OF TRANSPARENCY MASTERS VII-39

ACKNOWLEDGEMENTS

National Advisory Committee

Everett Edington, Director, ERIC/CRESS, New Mexico State University, Las Cruces, New Mexico

Martin W. Essex, Executive Director, Ohio State Advisory Council for Vocational Education, Columbus, Ohio

Bruce Kingery, International Union—United Auto Workers, Education Department, Solidarity House, Detroit, Michigan

George Leonard, Professor, Guidance and Counseling, Wayne State University, Detroit, Michigan

Melvin McCutchan, Metro Director, National Alliance of Businessmen, and Sandia Laboratories, Albuquerque, New Mexico

Marla Peterson, Director, ERIC/CE, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio

Gaylor Unbehaun, Superintendent of Schools, Brillion Public Schools, Brillion, Wisconsin

Gary Walz, Director, ERIC/CAPS, University of Michigan, Ann Arbor, Michigan

Barbara Thompson, Superintendent, Wisconsin Department of Public Instruction, Madison, Wisconsin

Editor

Joan McQueeney Mitric, The National Center for Research in Vocational Education, Columbus, Ohio

Reviewers

Bill Braden, Director, Unit of Occupational Guidance, Kentucky Department of Education, Frankfort, Kentucky

Marilyn Jacobson, Project Director, School of Education, Northwestern University, Evanston, Illinois

Louis Perry, Coordinator of Exemplary Programs, Kentucky Department of Education, Frankfort, Kentucky

R. C. Story, Counselor, Somerset State Vocational-Technical School, Somerset, Kentucky

Jo Ann Story, Counselor, Somerset Community College, Somerset, Kentucky

Fred L. Williams, Supervisor, Division of Vocational Education, Ohio Department of Education, Columbus, Ohio

MODULE VII: COUNSELING

Module Overview

Instructional Time

Approximately 1½ hours

Module Description

This module presents a program for career counseling in rural schools. Module contents are based on two handbooks: *An Individualized Approach to Career Counseling and Placement* and *Career Counseling in the Rural School.*

An active dialog about the current status of counseling in rural schools is used to introduce the module. A general framework for accomplishing improved counseling services is presented before moving on to a detailed look at five major counseling services. A case study is incorporated as an optional learning activity to highlight some of the issues discussed. Participants, working in small groups, identify ways in which a developmental career counseling program can be achieved. A very brief summarization of key concepts concludes the module.

Goal and Objectives

Participants will:

Goal 1 Gain understanding of an individualized career counseling program.

Objective 1.1 Identify five counseling services that are necessary for promoting an effective counseling program.

Objective 1.2 Identify ways in which counselors can provide improved counseling services to all students.

Agenda

10 min.	Introduction	Large Group Presentation	
10 min.	Counseling in Rural Schools—State of the Art	Large Group Discussion	VII-5
5 min.	Towards a Developmental Career Counseling Program	Large Group Presentation	VII-9
30 min.	Counseling Services—A Closer Look	Large Group Presentation	VII-11

30 min.	Developmental Career Counseling—Taking Action	Small Group Activity and Large Group Discussion	VII-19
5 min.	Module Summary	Large Group Presentation	VII-21

Module Evaluation

During the group discussions, the facilitator should carefully observe the degree of participant involvement in the discussions. Active involvement can be judged by the number and variety of questions asked or suggestions offered, among other things.

If the module is used independently of other modules in this set then the module-specific questionnaire in the participant materials may be administered. If the module is part of an extended (multiple day) workshop, the use of the overall workshop questionnaire (see Appendix A) is recommended instead of the module-specific questionnaire.

Relationship to the *Rural America Series*

See chart on next page.

THE RURAL AMERICA SERIES (HANDBOOKS)

PROBLEM IDENTIFICATION

Support Information

- **State of the Art**
- **Model**
- Career Guidance Resources

Planning Process

- Planning and Implementation
- Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Evaluation

PROBLEM RESOLUTION

Career Guidance & Counseling Strategies

- **Career Counseling (Module VII)**
- Desk Reference
- **Individualized Counseling and Placement (Module VII)**
- Transitional Career Placement
- Career Guidance Practices

Support Functions

- Staff Development
- Community Relations and Involvement
- Community Perspectives

Supplemental Areas

- Facilitator's Guide
- Cooperative Agreements
- Case Studies

Individualized career counseling is one approach to problem resolution. This module is based on two handbooks in the *Rural America Series—An Individualized Approach to Career Counseling and Placement* and *Career Counseling in the Rural School.* Both handbooks contain principles and procedures for establishing meaningful counseling programs in the rural school.

ACTIVITY TITLE:

Counseling in Rural Schools—State of the Art

DURATION:

10 minutes

FACILITATOR OUTLINE	NOTES

A. Impediments to Effective Counseling

Ask participants to identify potential obstacles to effective counseling in rural schools.

1. Use leading questions to get participants thinking about general problem areas.

   - What is the student-counselor ratio?
   - Is the administration supportive of counselor(s)?
   - Is staff supportive?
   - Does the counselor have to perform too many clerical choices (e.g., attendance taking)?
   - Does the counselor have adequate facilities for one-to-one counseling?

List key factors that are identified on the chalkboard.

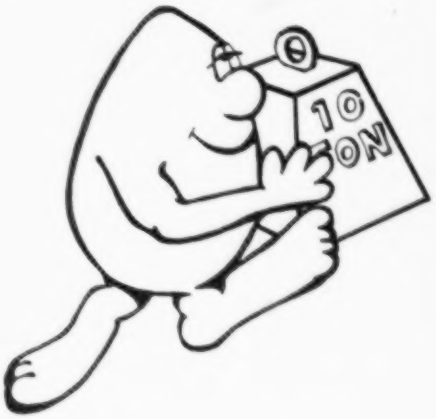
2. Summarize some of the major areas of concern that are expressed. These may include:

   - Large number of responsibilities that counselor(s) assume(s).
   - Large student-counselor ratio.
   - Lack of administrative and staff support.
   - Lack of time.

B. Current Counseling Practices in the Rural School

Ask two or three practicing counselors to affirm or disagree with the following types of statements.

1. Most counselors' efforts in individual counseling are directed at the individual who poses a problem.



FACILITATOR OUTLINE	NOTES

- For example, an individual who may be a discipline problem.
- . . . an individual who has a drug problem, etc.
- That is, counseling efforts are mainly remedial.

2. It is impossible for the counselor to meet with *each* student during the school year on an individual basis.
   - The counselor is able to help only a limited number of students.
   - Some students appear not to need counseling.
3. The counselor spends a large amount of time in preparation for a counseling interview.
4. The counselor frequently calls upon assistance from others in bringing about desired change in the student.
5. The counselor has up-to-date and accurate information which is readily available to assist the student's development including:
   - Educational information to provide answers about training opportunities, educational programs, educational costs, financial assistance, etc.
   - Occupational information to enable students to explore a wide variety of careers, employment trends, job-entry requirements, etc.
   - Personal-social information related to self-understanding, interpersonal relationships, decision making, problem solving, etc.
6. If asked, the counselor can demonstrate the importance of counseling to students' growth and development with data.

C. General Problem Areas in Existing Counseling Programs

1. Summarize the key problem areas by synthesizing elements discussed under B. These areas may include:
   - Counseling is not being made available to *all* students.

FACILITATOR OUTLINE	NOTES
• Too much emphasis is placed on remediation rather than on the positive growth and development of each student. • Lack of background information about each student hampers the counselor's ability to help each student. • Counselors lack adequate educational, occupational, and personal-social information. • Too often the counselor works in isolation without seeking assistance from others in promoting positive individual development. • Lack of proof of counseling effectiveness results in budget cuts when funds are not available.	

ACTIVITY TITLE: Towards a Developmental Career Counseling Program

DURATION: 5 minutes

FACILITATOR OUTLINE	NOTES
A. Theoretical Framework for the Handbook *Career Counseling in the Rural School*	
1. Emphasize that handbook developers fully took into account the types of problems that we have been addressing.	
2. An extensive research base (fully described in the second handbook, *Individualized Approach to Career Counseling and Placement*) provides the basis for developing a down-to-earth program for counseling in rural schools.	
3. Emphasis is on meeting the individual's unique needs.	
• Focus of the counseling program is proactive not reactive.	
• Help from staff and parents is utilized in the following ways: – Preparing for the counseling session – Determining strategies. – Assisting students to work toward their goals.	
• Primary aim is to promote healthy, positive growth and development.	
B. The Five Major Components of a Career Counseling Program	
Briefly describe the components as shown on the transparency "Career Counseling Services," p. VII-40.	
1. Individual inventory service	pp. 11-72, *Career Counseling in the Rural School*
• Techniques other than the counseling interview which help the students learn how to think about themselves and other people to think about students more effectively. Refers primarily to the compilation of test scores, anecdotal accounts, and information on each student.	
2. Counseling interview service	pp. 75-106
• Face-to-face interaction that takes place between counselor and counselee.	

FACILITATOR OUTLINE	NOTES
3. Information service • Attempts to provide students with the educational, social, and occupational information requisite to effective decision making.	pp. 109-139
4. Coordination and referral service. • Involves the cooperative efforts of others in facilitating the student's growth and development.	pp. 143-171
5. Follow-up service • Obtains feedback from former students and follows through with needed assistance.	pp. 173-203

ACTIVITY TITLE:

Counseling Services—A Closer Look

DURATION:

30 minutes

FACILITATOR OUTLINE	NOTES
A. Individual Inventory Service	pp. 11-72, *Career Counseling in the Rural School*
Show the transparency "Individual Inventory Service," p. VII-41.	
1. Explain that the individual inventory is a personal assessment through data gathered from a number of sources.	
2. The individual inventory is done in preparation for a profitable one-to-one interaction with the counselor. The information will give: • a clearly formed idea of the particular needs of the counselee • a developmental picture of the individual (historical) • a composite of the individual's social and cultural background	
Ask participants to identify the sources and types of data that they consider important to include in the inventory. List responses on chalkboard. Use information under point 3 below to cue.	
3. For each student, the inventory should include at least the following: • Behavioral descriptions from staff – Observation in informal and structured situations – Anecdotal records and critical incidents – Behavioral checklists – Rating scales • Biographical data – Autobiographical essay – Biographical questionnaires • Parent questionnaire • Parent interview and home visit	

FACILITATOR OUTLINE	NOTES
• Sociometric data • Health information • Test data – Aptitude tests – Achievement – Interest inventories	
4. Discuss the fact that even though the list appears long, some of the information can be obtained with little effort. • For example, the counselor could ask an English teacher to assign an autobiographical essay as a class assignment. • Other staff members who have a close relationship with students can be asked to provide input.	
5. Inform participants that detailed guidelines for obtaining these type of data are contained in the handbook, *Career Counseling in the Rural School.*	
6. Re-emphasize that the counselor will be of greater assistance to students, the more he/she knows about each one.	
B. Counseling Interview Service	pp. 75-106
Show the transparency "Counseling Interview Service," p. VII-42.	
1. Discuss how technological innovations (e.g., television and computer)—and the omni (an antenna for receiving or sending radiations equally well in all directions) referred to in the transparency—have accelerated change and put individuals in the state of what Toffler terms "future shock" thereby increasing the need for counseling.	
2. Explain that the interview service is the counselor's central service.	
Ask participants to think about how the counseling service can be made available to *all* students.	
Cue, if necessary. • If the service is based upon a limited number of contacts	

FACILITATOR OUTLINE	NOTES

- If the interviews are of a limited duration
- If the counselor schedules *each* student for an interview

3. The interview service is in addition:
   - One service among a program of services
   - A one-to-one personal service
   - A professional service
   - Focused on positive growth and development
   - Designed to give attention to individual needs

4. Discuss several factors that are critical to the success of the counseling interview process.
   - Rapport between the counselor and counselee
     – Note that life in a rural community generally makes it easier for the counselor to develop casual and friendly relationships with students.
   - Verbal communication skills
     – Response techniques are designed to encourage students to express themselves well and thus give the counselor an accurate picture of their concerns.
     – General leads are communication techniques designed to suggest a possible topic which the counselor believes to be relevant.
     – Mention that many communication skills are presented in the handbook.

Hi, come into my office.

Ask participants to identify other aspects important to an effective counseling interview.

Ask participants to identify different purposes the counseling interview can serve. Use point 5 below to cue.

5. Types of counseling interviews
   - Introductory interviews—generally used to inform the counselee about the purpose of the counseling program and the counseling interview process itself.

FACILITATOR OUTLINE	NOTES
• Information gathering interviews—here the counselor seeks a more complete picture of the counselee by observing nonverbal behaviors and interpersonal skills displayed. • Content-centered interview—may be designed for a number of purposes. For example, it could be designed to discover the counselee's attitudes about certain people, or situations which he/she is not apt to reveal in response to more formal approaches. • Evaluative interviews—designed to make an appraisal of the counselee's achievement, attitudes or characteristics regarding matters such as fitness for a particular training opportunity. • Informative interviews—designed to allow the counselor to supply information to the counselee. Note that this type is a contrast to information-gathering interviews. • Problem-centered interviews—a series of short-term interview contacts designed to help the student with his/her social, emotional, and/or personal problems. (In a developmental counseling program the counselor's limitations regarding problem solving are related to time and the size of the student body.) • Vocational counseling interviews—are designed to help individuals with problems related to vocational choice. Generally, these include: – problems of adjustment – problems of indecision – problems of unrealism 6. Summarize the counseling interview service by re-emphasizing the focal position it occupies in a developmental counseling program.	
C. Information Service	pp. 109-139
Show the transparency "Information Service," p. VII-43.	
1. Lead into a discussion on the importance of information to decision making by keying off the transparency that illustrates a student about to make his/her first solo flight.	

FACILITATOR OUTLINE	NOTES

Ask participants to identify the types of information that a student is likely to require.

2. Types of information that the counselor should be able to provide.

   - Knowledge of occupational trends and local opportunities
   - How to find a job—resume writing or preparing for interview
   - Detailed information about training opportunities
   - Classifications of occupations
   - Financial assistance
   - How to select a job

3. Synthesize the discussion by suggesting that information types can be divided into three broad categories.

   - educational information
   - personal-social information
   - occupational information

4. Stress that while volume is not important, several characteristics are essential to useful information.

Ask participants what some of the important characteristics are.

   - accurate
   - unbiased
   - up-to-date
   - in understandable form for students

5. Other essential information the counselor must have includes:

FACILITATOR OUTLINE	NOTES
• Title IX • Funding legislation • Referral sources	
D. Coordination and Referral Service	pp. 143-171
Show the transparency, "Coordination and Referral Service," p. VII-44.	
1. Mention that earlier we looked to other individuals to help the counselor get a better understanding of each individual. In this service, significant others are encouraged to play an active role in the student's development.	
2. In the rural setting it is especially important to develop a guidance team by involving significant others. • Teachers • Parents • Staff • Administration	
3. The counselor can play a key role in coordinating the activities of others on behalf of the individual. • For example, a teacher could be asked to encourage a student's participation in a special activity. • Parents may be encouraged to be supportive of special interests that their child has expressed.	
4. Point out that the counselor's coordination work will not only benefit the individual but also be instrumental in school changes.	
Inform participants that in the participant materials a case study is discussed. Encourage participants to read the case study in their own time. Participants may not agree with the total counseling approach, but the study highlights the different information-gathering devices.	

FACILITATOR OUTLINE	NOTES

If time allows, the option of having participants read and react to the case study in the workshop setting could easily be utilized.

That option could lead to an interesting discussion.

5. Identify and *briefly* discuss two types of referrals.

   - Referral to the counselor
     - The counselor should orient administration and staff to the counseling process on a regular basis so that they, in turn, can refer students who demonstrate a need to the counselor.
     - To facilitate the referrals, the counselor should develop a standard form.

   - Referral to outside sources
     - The counselor should have a list of local and state referral sources. These sources may include special education; speech and hearing; mental health; child welfare and rehabilitation.

E. Follow-Up Service

pp. 173-203

Show the transparency, "Follow-Up Service," p. VII-45.

1. Discuss the problem that was mentioned early in the presentation, i.e., the pressure on the counselor to show that counseling is indeed beneficial.

2. The following service addresses this issue.

   - For example, a follow-up study (finding out what happens to students after leaving school) can be used to evaluate career guidance service.

   - Mention that the handbook contains an example of a questionnaire which can be used to discriminate between counseled and noncounseled subjects five years after high school.

3. Other uses of follow-up

Ask participants to identify other uses of follow-up studies.

   - To determine mobility

   - To assess further educational needs and desires

FACILITATOR OUTLINE	NOTES
• To determine the realism of high school vocational choices • To obtain local employment information • To determine local employment trends for young people • To determine the variety of employment opportunities • To obtain facts about wages • To determine how students acquire their first jobs • To determine occupational difficulties former students encountered	

ACTIVITY TITLE: Developmental Career Counseling—Taking Action

DURATION: 30 minutes

FACILITATOR OUTLINE	NOTES

A. Where Have We Been?

1. A developmental career counseling program should be planned to address total individual development.
2. The focus should be on proactive rather than on remedial counseling.
3. Five major services should be available.
   - Individual inventory service
   - Counseling interview service
   - Information service
   - Coordination and referral service
   - Follow-up service

Divide participants into five small groups. Instruct each to concentrate on one of the five major services. Members are instructed to think about three steps that could be taken to begin making the counseling program more effective in each one.

Have a small group leader from each small group present the group's major recommendations to the total group.

ACTIVITY TITLE: Module Summary

DURATION: 5 minutes

FACILITATOR OUTLINE	NOTES
A. **Down-to-Earth Counseling Program**	
1. Summarize the major obstacles to effective counseling.	
• Large student-counselor ratio	
• Lack of administrative and staff support	
• Focus on remedial counseling	
• Lack of accurate information	
2. Very briefly discuss the framework for looking at a comprehensive career counseling program.	
• Individual inventory service	
• Counseling interview service	
• Information service	
• Coordination and referral service	
• Follow-up service	
3. Conclude by saying that a counselor cannot be expected to accomplish everything at once, but that several steps can be taken in the right direction.	
• Establish a good working relationship with the principal and other administrators, to increase the likelihood that guidance programming suggestions will be accepted.	
• Survey the current counseling program to identify needed improvements.	
• Identify ways to better manage counselor's time.	
• Strive to make counseling services available to all students.	
• Orient teachers to the development focus of the program and seek their support.	

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
Case Study*	VII-24
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others)	VII-36

*This case study is also found on pages 155-161 of *Career Counseling in the Rural School.*

CASE STUDY

"GAIL"

Background

Gail transferred to Green Valley late in her freshman year. At that time the counselor met with her in order to attempt to assist her transition.

Counselor's impressions. When I first saw Gail she was dressed in a "frumpy" long dress. She was cute, pudgy, had a big smile and a bounce to her walk.

I tried to see if I could be of assistance to her but she laughed and said, "I don't think I need a 'shrink' yet—although I am a schizophrenic paranoid with a catatonic nature." I laughed and asked her if she knew what that meant. She did.

I tried to explain the developmental focus of the counseling program here, but she continued to insist she didn't need a "shrink." "I'll make it on my own, I always have."

We talked briefly about her course work. She was taking six credits at her former school and wanted to do the same here. Her grades or records hadn't been forwarded but she assured me laughingly, "I'm a genius so don't worry about it." So, I called one of the girls from class and asked her to show Gail around and usher her to classes.

Periodically I saw Gail in the hall. I'd ask her how things were going. Without exception she would respond, "Cool, cool—I still don't need a shrink."

Teacher Comments

Teachers were asked to comment briefly in writing about each student in their classes. The only instructions given were that they cite what they believed to be important and that they should not say anything they were not willing to say directly to the students or have interpreted to them.

French. Gail's a hard worker, quite and attentive. Through her hard work she does very well in French—a pleasure to have in class.

Geometry. Could be much better than she is. She seems bored. She seems to day dream a lot when lessons are explained. She has talent . . . if she'd use it.

Biology. Gail is one of the hardest workers in class. She is very exact in her work. Maybe too exact given the heavy load she carries. She should take time to have fun. She is very quiet and attentive.

English. Easily the most talented student I have had in some time. She has a marvelous vocabulary and writes extremely well. Sometimes her "street" talk turns me off. She also acts a little "stand-offish" at times and seems to be a leader of the "cut-ups." Perhaps she would benefit from independent study. She has a very "bubbly" personality.

World History. Gail is the top history student in class. She seems to excel with little effort. It also seems that she would like to get better acquainted with other class members, but doesn't know how. The "hip" talk and old fashioned dresses just don't seem to make it. Perhaps she tries too hard. To me she seems very likeable.

Home Economics. Gail does well enough in class but sometimes does not appear interested. When I talked to her about it she said, "I probably won't get married so I don't really need home ec." At other times she's just alive with enthusiasm.

Phys Ed. Gail is one who always shows improvement. She's a slow starter but always improves. Sometimes she seems shy. She should be more confident in herself though—this usually hinders her.

The above comments show both consistency and inconsistency. The counselor assumed that each of the teachers was a "good" teacher and planned to assist Gail to build on strengths and alleviate weaknesses. He was concerned that without further knowledge about Gail they might end up working at cross purposes. Therefore he provided them with additional information with which they could better assist Gail.

Self-Generated Data

Gail, like other students at the school, was asked to write a personal essay and fill out a biographical questionnaire each year. Both were designed to help the students think about themselves in ways which might be stimulating to them and at the same time provide staff with insights to better understand and assist them. The essay and questionnaire below were completed by Gail early in her sophomore year. Both are unedited.

SOPHOMORE ESSAY

Instructions

Everyone is affected by and has an effect upon his world. You have friends, and you are a member of a family, a school, a community, a nation, etc. All of these influence you, and you influence them. Try to identify and discuss the important influences on you, and try to identify ways in which you are influential. Include anything you feel is important.

I was born of a German set of parents. My mother is a paradox, rough and loving. Dad is all heart, tender, gentle, forebearing. My only sister is thirteen years older and looks something like Georgina—presently employed as full time mother and hobbiest. [Old world teachings predominate at home, ideas of etiquette, knowledge, religion and love are very tight.] [Mother has a thing about the Bogey man and doesn't trust me as much as I'd like—BUT. . .do I deserve to be trusted?—probably not as much as I'd like.]

I had a terrible crush on one of my teachers who treated me like a human being when no one else did—and who's also like my father (figure?). Anyway, before meeting this Dude I was something like this: 4'8", 150 lbs, dirty, sloppy, dressed like a fat scarecrow—only points in my favor were my grades and they were slipping—He encouraged and cajoled until I had to try to be better. My only regret is that in time I even had to lie to him.

Hail! a bout of petty and major deceit in every area you can name—that all ended when our Pastor found me crying in the choir loft after being kicked out of a class. He bound up some old wounds, and I began to make progress.

I'm spoiled by American affluence, money doesn't mean much to me in terms of myself but I find I sometimes judge other people by it, which is worse as far as I see it.

END OF ESSAY

SECOND YEAR INFORMATION

Name *Gail* Date *November 3, 197-*

Home Address _____ Grade *10* Birthdate *6/6*

Telephone _____

1. Is there any change in your family situation?

   NO

2. What courses are you taking this year? (List them and give best estimate of marks.)

French II	*A*	*English*	*A*
Geometry	*B+ —A*	*World History*	*A*
Biology	*A*	*Home Ec.*	*A*

3. How many study halls per week do you have? *0*

4. If you could spend all your time in one of your *current* subjects, which one would it be?

   World History

5. Why? *I am interested in people and their cultures; also their origins*

6. Second choice? *English*

7. Why? *I like language because it expresses the human soul.*

8. If one subject were to be dropped from your *current* high school program, which would it be?

   French II

9. Why? *Least necessary course and the easiest*

10. Second choice? *Geometry*

11. Why? *I need a science credit and it's BORING!*

12. Do you have enough time to complete your assignments in school? *Sometimes*

13. How much time, on the average, do you spend in doing school work each night?

    NONE

14. In what group activities—school, church, or community—do you participate?

    Chorus, choir, church

15. Any offices? *No*

16. What do you do when there is nothing that you *have* to do?

Clean house for my mother sometimes, more often I read.

17. Any activities in which you would like to participate but can't? *Swimming Team*

18. Why choose them? *I don't*

19. Why can't you participate? *FAT and . . .*

20. What courses are you planning to take your third year?

Latin I	*Algebra II*
U.S. History	*Speech II*
Chemistry	

21. What courses during your fourth year?

Psych.	*Physics*
Prep. English	*Art*
Latin II	*Trig*

22. Is there any subject in particular you are looking forward to taking in your next years in school?

Speech II

23. Why? *I enjoy public speaking (I think)*

24. Who are your closest friends this year (circle 3 closest friends)?

Douglas *Marlene*

25. If I were to ask them what kind of a person you are, what do you think they would say?

Insane

26. What qualities would they like most about you?

Toss up—I'm great help on homework . . .

27. Is there anything about your health that keeps you from doing things you want to do?

Fat

28. If you have a part-time job, what do you actually do on the job?

29. What occupation are you considering most as a career? *Teaching*

30. Why are you considering it?

Many of the people I most admire are teachers, I like school and kids.

31. What other occupations have you considered during this past year? *Seminary*

32. What has your father said about your plans for your future?

"You'll change your mind a dozen times!" (I haven't for years)

33. What has your mother said about your plans for your future?

The same thing

34. If things worked out just the way you wanted, what would you like to be doing ten years from now?

Teaching speech-English and moonlighting as an ordained non-attached preacher of the Gospel.

35. If you had any three wishes, what would they be?

Peace of mind, courage, and degree

36. To whom have you gone when you wanted to talk over your plans and your problems?

No one!

37. Any comments or questions?

Great inquest

GAIL

HIGH SCHOOL READING LIST Gail

Answer the following questions.

1. About how much time do you spend each week reading things you do not have to read as part of your school assignments? Check the appropriate blank.

   Hours 0 ____ 1 ____ 2 ____ 3 ____ 4 ____ 5 ____

   6 ____ 7 ____ 8 ____ 9 ____ 10 x 11 ____

   12 ____ More than 12 ____

2. What have the members of the school staff done to encourage your reading beyond required class work?

   Suggested good books used them as reference in class discussion.

3. What encouragement have you received in your home?

   Good books are a fixture. I was always allowed to read.

4. List below the magazines and newspapers you read most regularly.

   Banner Journal — *McCalls*

   Milwaukee Journal —

   Time —

5. What section of the newspaper do you read first? *News headline, comics*

6. Then which sections do you read? *State news—home improvement*

7. What reading did you do during the past summer?

   Novels, fiction, French, theology, craft, algebra

8. List below the titles of the books you have read in the last two months.

   House of Seven Gables —

   Moby Dick —

   Gospel According to —

   Too numerous to list —

9. What do you like to read best? Be specific about the nonfiction and fiction areas you read.

   Nonfiction—Biographies

While the above provided the counselor with some added insights and perhaps by themselves could have helped teachers better understand Gail and her needs, he had a number of questions as well:

Inconsistencies

- No study halls, near straight A's, yet she said she did no homework.
- Gail referred to herself as fat, she wasn't, at most she's slightly plump
- Desire to be trusted at home but admission of deceit
- Her reports on courses in contrast to teachers

Issues teachers raised

- Shyness
- Acceptance by others

Consequently the counselor called Gail in for an interview. Below are excerpts from that interview:

Gail: Well she decided to talk to you this time. I found out you're not a shrink after all.

Counselor: (chuckling) You're afraid of shrinks but not me.

Gail: No not really . . . I mean I'm not afraid of shrinks or you either. But there are a few things I'd like to talk over.

Counselor: O.K.

Gail: Well . . . First, if I don't get out of jail I'm going to break out!

Counselor: JAIL . . .

Gail: Yeah. I just can't take sitting at home at night all the time while so much is happening. I'VE JUST GOT TO GET OUT.

Counselor: And your parents won't let you.

Gail: Right on. You'd think they think I'm going to run right out and sell my body.

Counselor: They don't trust you and you think they can . . . and should.

Gail: Oh . . . you did read my essay. Well that was really nothing . . . I was just trying it on for effect . . . being dramatic and kind of cryptic.

Counselor: So you can be trusted and you're not deceitful.

Gail: Oh sometimes I tell little white ones but yeah I can be trusted at least on major things . . . I do tell a few stories. But I've got a good imagination and I've got to do something. I'm tired of sitting and reading all the time . . . Sometimes I do tell a little white one to escape for a bit. You know, tell them that I'm going to help clean the church, when I'm not . . . but go for a walk and get back early.

(Gail and the counselor continue to talk about home and her desire to have the opportunity to go out at night. He offers to talk to her parents, she is at once both excited about the idea and seemingly somewhat apprehensive.)

* * * * *

Counselor: Then, they are very proud of your school work.

Gail: Oh yes, Maybe I've given you a jaundiced picture. They are very loving and proud. Neither is very educated but they are both very bright. They both read a lot. They talk things over with me a lot too. Their values are just different. They are not impressed with money or outward appearances. Nor frivolity. But they do care about people . . . and God. They are very religious, very moral, and I guess they want to make sure I stay that way . . . They really love me a lot. A lot of the things they believe in I hope I do too. I am pretty religious . . . But I would like to do some of the other things kids do. And maybe dress a little different so I don't look so fat.

Counselor: So you really love your parents a lot—you respect their views.

Gail: (interrupting) Yeah but I wish they would do the same—I mean—trust me a little and at the same time trust themselves.

Counselor: Trust themselves?

Gail: Yes, I'm part of them (parents) I share their (parents') values—at least most of the time. I try to do my best in school and I'm very faithful in my religion . . .

* * * * *

Counselor: You said on the questionnaire that you don't do any homework.

Gail: Oh . . . that was another of my white ones. On the average I do two or three hours a night . . . I was just trying to be a little mysterious . . . you know, one of the few ways I get recognition is by being a top student. But to get it you can't let the others know you're a grind. You know . . . I try to be cool about it.

Counselor: And you really like all your courses and do your best at each . . . even geometry?

Gail: Well I probably work hardest at geometry. I don't like it. I'm not good at it. So I pretend I could be if I wanted to.

* * * * *

Counselor: You know you're really not fat.

Gail: Just . . . well I'm not obese. But I'm not petite like my Mom and Sis. And I sure look fat in the clothes I have to wear . . . You know at home *they've always called me "chubby" or the German equivalent* . . . but you really don't think I'm fat?

Counselor: No—but I agree those dresses don't do anything for you.

Gail: You know, if they did let me wear other clothes I don't even know what would look right.

• • • • •

Gail: I would like to have a boyfriend. But I guess he'd get tired of sitting around my house . . . for that matter I'd like to have some close girl friends, too . . . You know—to talk some things over.

• • • • •

Counselor: Well, that about wraps it up. I'm going to make an appointment with your parents. And I'd like to talk a few things over with your pastor and some of the teachers. Maybe I can help. Anyway, we'll give it a try.

Gail: Thanks . . . uh . . . even if it doesn't work out, thanks for talking. Thanks for trying. (laughing) You're pretty nice for a shrink.

Parent Interview

The counselor called Gail's parents and made an appointment to meet with them in their home. They seemed somewhat surprised at the request but willingly consented.

Home Visit. The _____ home was located at the outskirts of town. It had a very neat appearance—lawn obviously cared for, freshly painted, spacious but older. Inside the house was *spotless* if somewhat austere in furnishing. Book cases lined two walls in the living room. Outside of one picture of F.D.R. and one of J.F.K. all others were religious. Magazines were neatly stacked on two of the tables.

The counselor was greeted at the door by Gail. As soon as she introduced him to her parents she was excused to go to her room.

Gail's parents seemed somewhat ill at ease and concerned about the visit. *The counselor assured them that Gail was not in any trouble but that parental visits were included in the normal course of events as part of the guidance program.*

After the ice was broken the counselor encouraged them to talk about both Gail and themselves. The picture Gail had given of them appeared quite accurate. *Both were much older* than were the average parents of sophomores. Both were obviously proud of their daughter and extremely concerned about her welfare. Both were very concerned about what they termed the "religious and moral decline of America." Both were worried about Gail growing up in such a "crazy society with such mixed up priorities."

Later the counselor discussed Gail's desire for more freedom. They stated that there was a difference between freedom and license and that children Gail's age needed supervision. They further stated that many of the activities of youth in this culture were frivolous—that each person had a moral responsibility to fulfill his/her potential and games and parties did not contribute to that. *However, they did agree that religious and educational activities would be permissable if supervised.*

With as much tact as possible the counselor raised the issue of Gail's idea that she was fat. They chuckled, but agreed not to call her "chubby" any more. (They didn't realize that Gail didn't like it—to them it was a term of endearment.)

Clothes were also discussed. They stated, "Americans are overly concerned about outer appearance." They further stated that they would not waste God's resources on such frivolity. Gail's mother said she made Gail's clothes, "They are functional and decent." She did agree that Gail could make her own clothes as long as she wasn't extravagent and as long as they were modest.

The interview concluded with the parents thanking the counselor for his concern for their child's welfare. He left with the feeling the interview had gone well for Gail.

Have participants read *Plans for Action.*

The counselor carried through by coordinating efforts on Gail's behalf. The following activities followed.

Teachers. The counselor filled the teachers in on what he had learned. In turn he asked:

1. Would the English teacher encourage Gail to try out for the school play and for the school newspaper?

2. Would the history teacher who was also the debate coach encourage her participation in debate?

3. Would the home economics teacher help Gail select patterns appropriate to her physique which were also sufficiently modest? Also would she provide Gail with advice on grooming and dieting?

4. Would the phys. ed. teacher help Gail plan an exercise program?

5. Would one of the teachers be willing to start a literary discussion club and ask Gail to participate? (The librarian offered.)

6. Would all be sure to get Gail involved in class?

Community. (1) The counselor called Gail's pastor and asked about church youth activities and groups. He said several projects were in action. He also said he would talk to Gail and her parents about them.

(2) The counselor also called the woman in charge of the "candy stripers" and suggested Gail as a candidate. She also was most willing and said she'd be pleased to have Gail and would talk to her parents about the program.

Gail. The counselor called Gail in and told her what he had done. She acted very pleased but a little frightened. She assured him that her parents would not approve of all the activities but hoped they would some. She also said she hoped she could "do the job if I get the chance."

Conclusion Concerning Gail's Case

Gail's frustrations were not indicative of abnormality or abnormal adjustment. Yet if the actions taken had not occurred she may have experienced major difficulties. In this case the counselor moved into action—idiosyncratic action—in a pro-active, developmental and preventative manner. This, we believe, is what school counseling should be about.

RURAL AMERICA SERIES

Module Questionnaire: Counseling

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of an individualized career counseling program.	
1	2	3	4	Developed skills in identifying factors affecting the five services in an individualized career counseling program.	
1	2	3	4	Developed skills in improving career counseling services and programs offered to students.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	Case Study Handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least*.

Liked Most *Comments*

Liked Least *Comments*

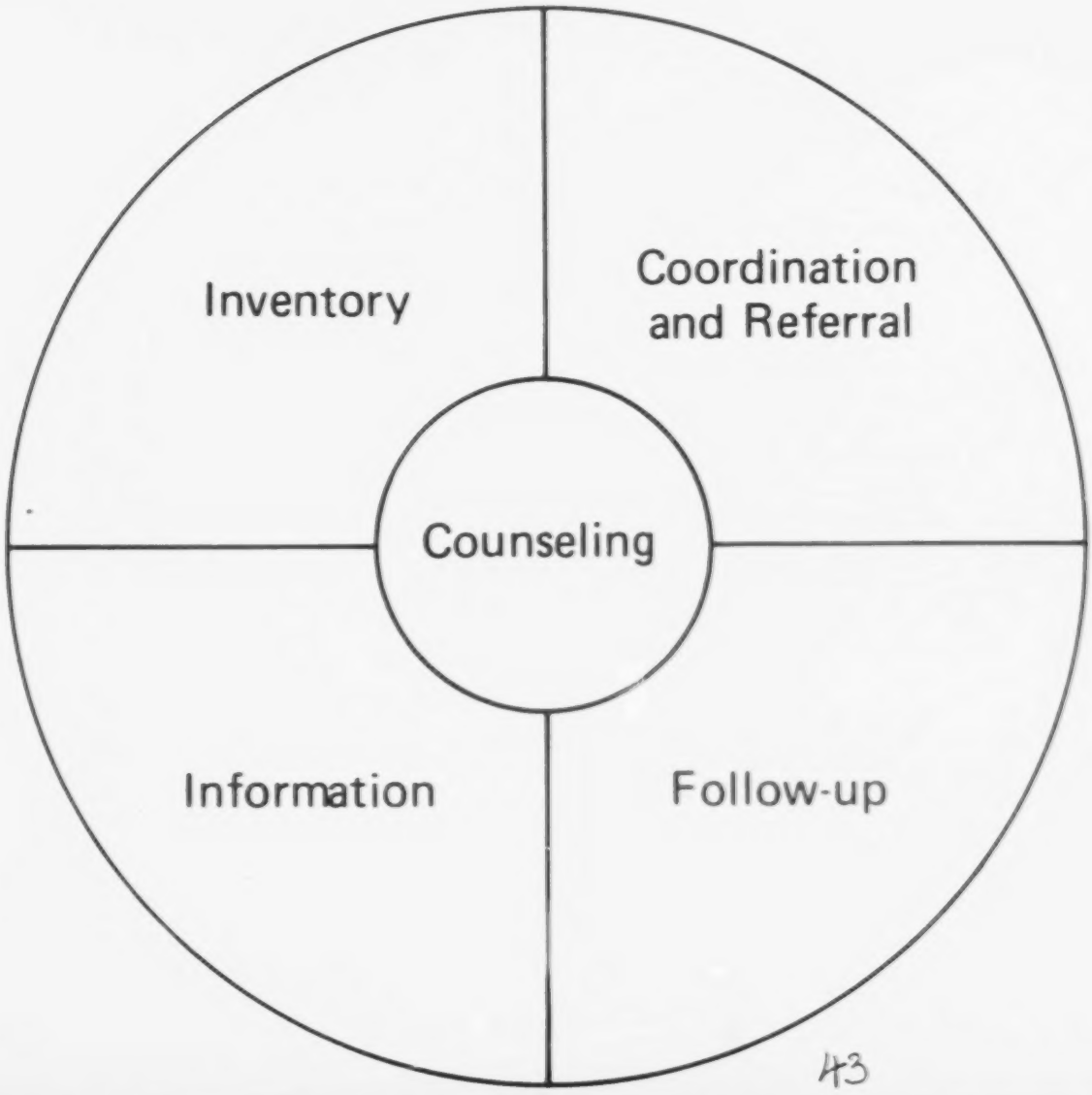
4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
Career Counseling Services	VII-40
Individual Inventory Service	VII-41
Counseling Interview Service	VII-42
Information Service	VII-43
Coordination and Referral Service	VII-44
Follow-Up Service	VII-45

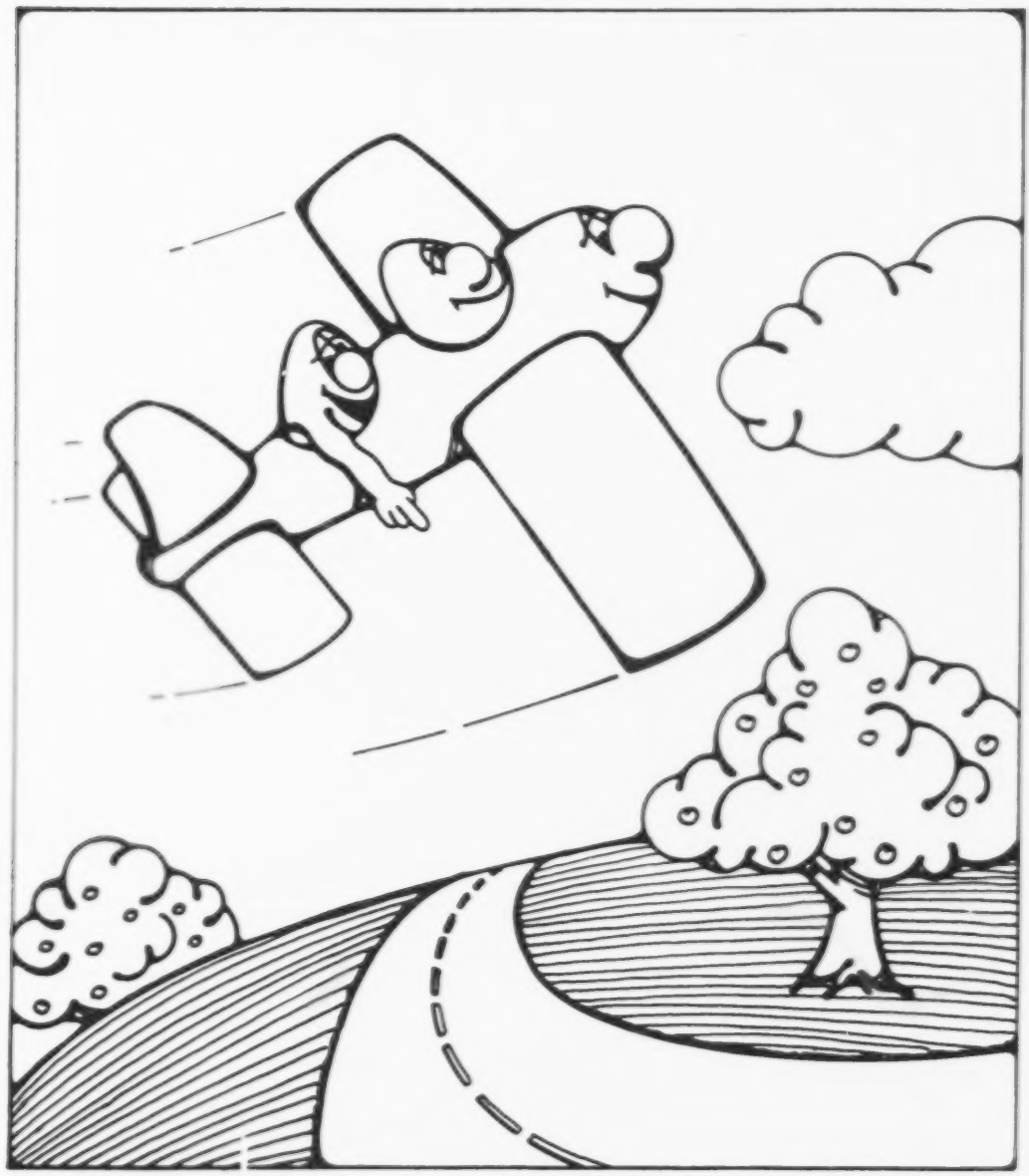
CAREER COUNSELING SERVICES



INDIVIDUAL INVENTORY SERVICE

' Hold it, Joe. We want to get the whole picture.'

COUNSELING INTERVIEW SERVICE



S I think I'm lost

C Mm Hm-

S Do you think I should call in for help?

C Mm Hm. Have you checked your omni?

S I'm sort of mixed up about that gadget.

C Mm Hm. Do you see any landmarks you recognize?

S Wish I did.

C Great Balls of Fire! You idiot! That's Highway 60 right under you!

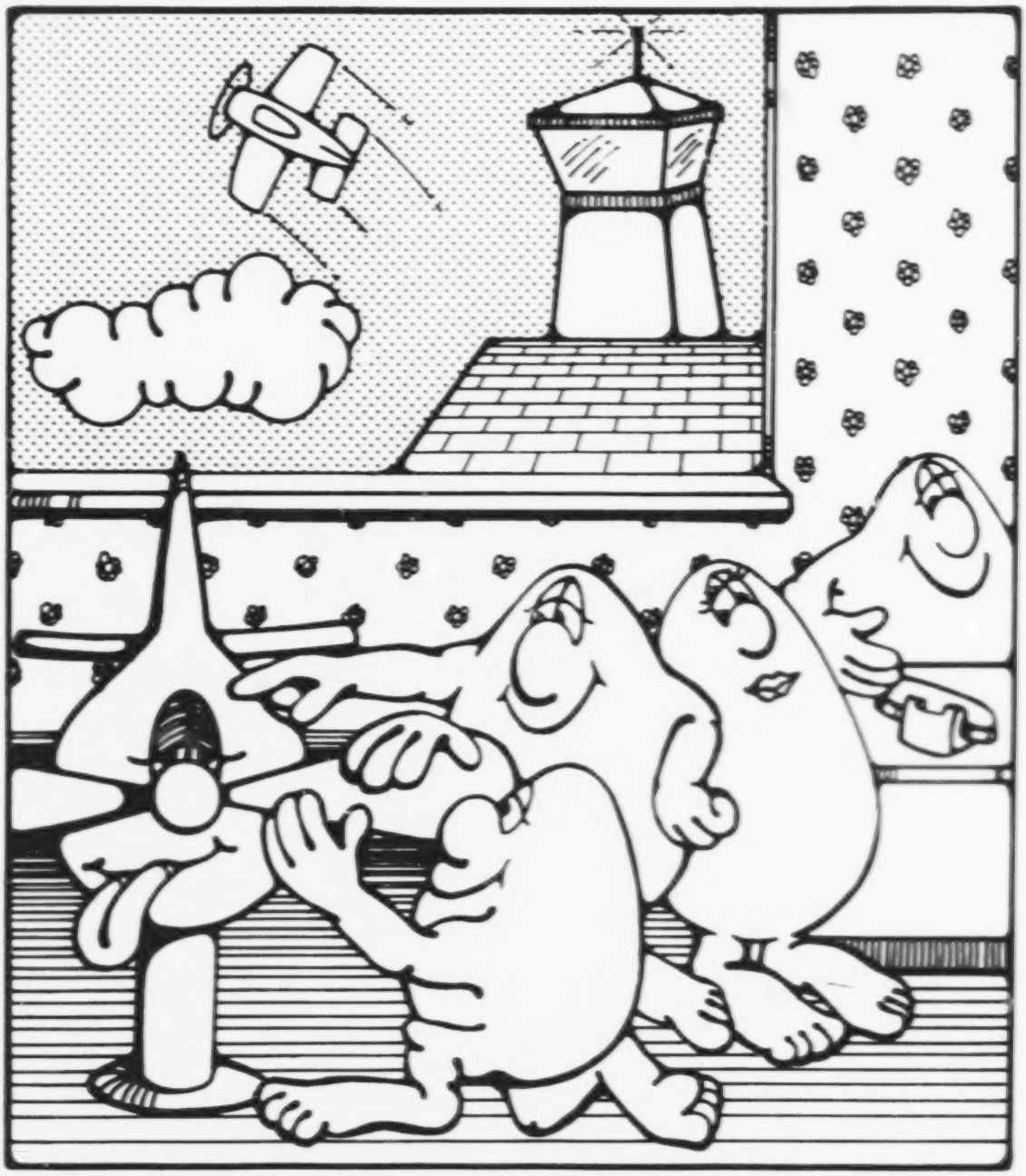
S Oh yea. Gee, Counselor, you're human after all.

VII-42

INFORMATION SERVICE

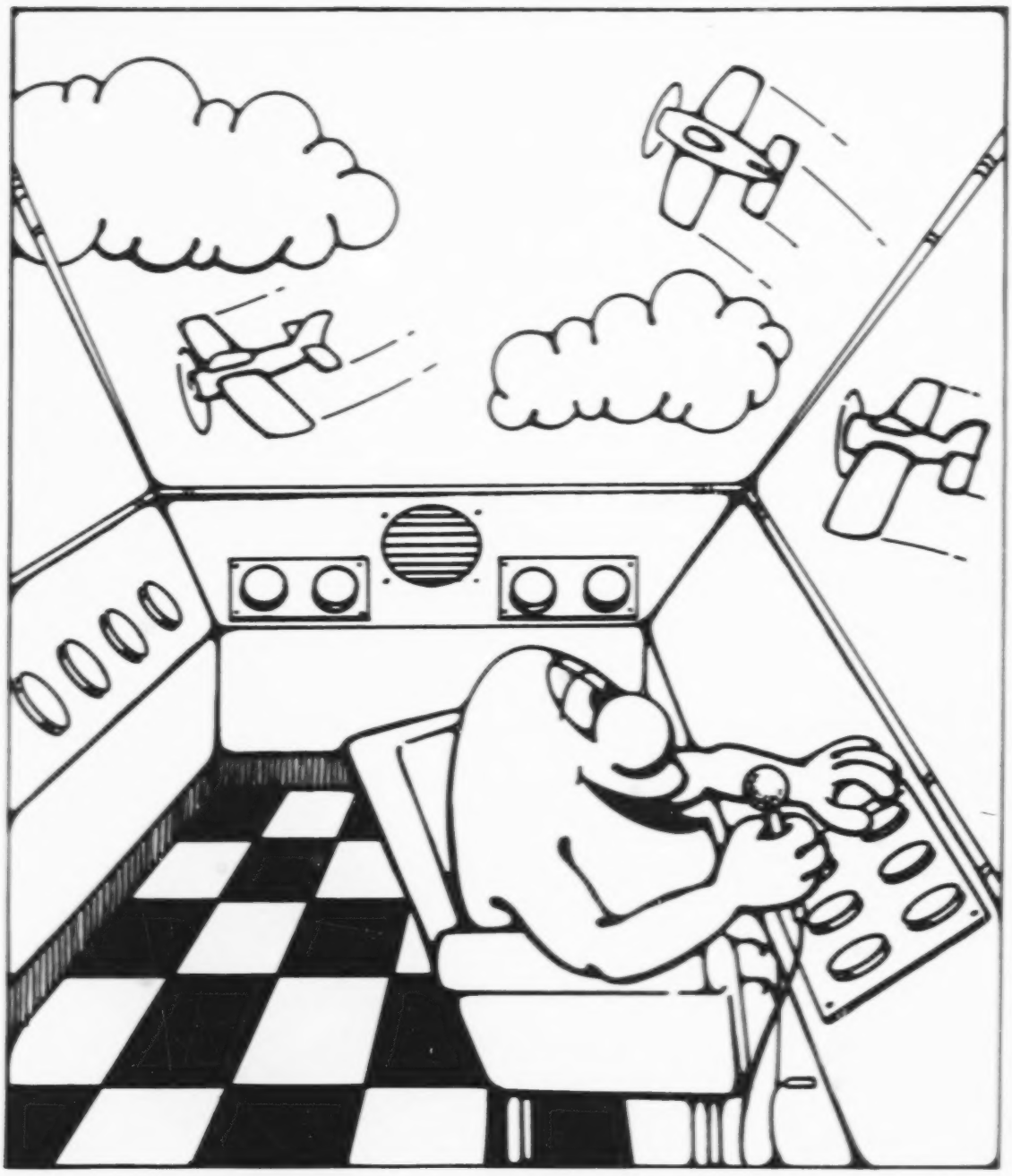
' Wait up, Roscoe. Have you done your preflight check? Do you have the latest weather report? Have you filed your flight plan?'

VII-43



'When we finish the tune-up, she should be ready to fly to the University airport. I'll call and check on their hanger space.'

FOLLOW-UP SERVICE



'Come in Ned. Report in. What is your location and altitude?

Come in Mary. Report in.

Report in-all last year's seniors, report in please!'

VII-45

COOPERATIVE RURAL CAREER GUIDANCE SYSTEM

Consortium Staff

The National Center for Research in Vocational Education	Robert E. Taylor, Executive Director
Harry N. Drier	Project Director
James W. Altschuld	Assistant Project Director
Karen S. Kimmel	Program Assistant
Valija Axelrod	Graduate Research Associate
Walter M. Stein	Graduate Research Associate
Northern Michigan University	Wilbert A. Berg, Dean, School of Education
Charles E. Weaver	Project Director
Joan C. Blank	Project Assistant
Sandra Hampton	Project Assistant

These materials were developed by the National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, and Northern Michigan University, School of Education, Marquette, Michigan through two separate grants from the United States Office of Education, Bureau of Occupational and Adult Education, under Part "C," Vocational Education Act of 1963 as amended Research Legislation. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

Project Officer, David H. Pritchard

The National Center for Research in Vocational Education Grant No.: G007605052

Northern Michigan University Grant No.: G007605225

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

The National Center for Research in Vocational Education
National Center Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655